DOCUMENT RESUME

ED 143 273 HE 009 179

AUTHOR Peterson, Nancy A.
TITLE Foreign Study Opportunities Beckon U Students Abroad. Comment, Number 26.
INSTITUTION Minnesota Univ., Minneapolis. Center for Educational Development.
PUB DATE Jun 76
NOTE 12p.
AVAILABLE FROM Center for Educational Development, 317 Walter Library, University of Minnesota, Minneapolis, Minn. 55455

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *College Faculty; Departments; Educational Programs; Foreign Countries; *Higher Education; Independent Study; Individualized Programs; *State Universities; *Student Exchange Programs; *Study Abroad; Summer Schools; Travel; Undergraduate Study; University Extension
IDENTIFIERS Student Project for Amity Among Nations

ABSTRACT

Many University of Minnesota students enrich their campus-based academic programs with study and travel overseas. They may participate in a variety of formal study-abroad programs sponsored by the university or available to students through cooperative arrangements with other institutions; or, as growing numbers of students are doing, they may take part in informal, short-term programs or go abroad on their own to pursue independent study. Formal programs take several forms: (1) those offered by the university through individual departments, and sometimes in conjunction with extension courses or summer sessions; (2) reciprocal exchanges with foreign institutions; (3) the Student Project for Amity Among Nations (SPAN), a statewide program; and the pilot Foreign Studies Program of University College, integrating foreign study and coursework into an individualized baccalaureate degree program or into a foreign studies specialization in another discipline. University faculty members can be involved in these programs, either on campus or abroad. (Author/MSE)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED143273

comment

CENTER FOR EDUCATIONAL DEVELOPMENT • UNIVERSITY OF MINNESOTA

Number 26 June, 1976

Foreign study opportunities beckon U students abroad

Many University of Minnesota students enrich their campus-based academic programs with study and travel overseas. They may participate in a variety of formal study-abroad programs sponsored by the University or available to students through cooperative arrangements with other institutions. Or, as growing numbers of students are doing, they may take part in informal, short-term programs or go abroad on their own to pursue independent study. This issue of Comment *looks at overseas study opportunities available through the University of Minnesota and ways in which faculty members contribute to them, sometimes without leaving home.*

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

HE009179

Overseas study seen as integral to U instruction

Study in a foreign country provides a student unique opportunities to learn the language, culture, and institutions of another part of the world, to use resources available only in a particular setting, to make new comparisons and gain new perspectives.

The advantages of study abroad to a student of foreign language and literature are perhaps the most obvious; exposure to the country in which the language is spoken helps the student develop important linguistic and cultural facility. But the benefits extend to many other fields as well. Comparative study of the social systems and institutions of foreign countries is the focal point of programs for students in education, political science, and other social sciences. First-hand exposure to problems and approaches specific to other areas of the world provides valuable insight to students in such fields as architecture, agriculture, and clothing design. Overseas museums and libraries are incomparable resources for students of art and history.

In addition to these and other direct academic applications of study abroad, it is "a liberal education of the finest order," in the words of Gerhard Weiss, professor of German who chairs the College of Liberal Arts committee on study abroad and directs a summer program in Germany. Weiss believes that being exposed to another culture "makes one conscious of one's own culture and more tolerant of other ideas." He adds, "It may not necessarily make an economist a better economist, or a physicist a better physicist, but it makes a human being a more rational, reasonable human being."

Comment is the periodic publication of the University of Minnesota Center for Educational Development. James Werntz, Director. Gordon Wm. Kingston, Assistant Director. Andrew Ahlgren, Associate Director for Precollege Development. *Comment* is written and edited by Nancy A. Peterson.

'Academically solid, clearly related'

Many faculty and staff members involved with study abroad stress that it should be seen as an integral part of the University's instructional offerings. Said Malcolm Purvis, assistant professor of agricultural and applied economics, "Study-abroad programs should be academically solid, and clearly related to the rest of the curriculum."

This summer, Purvis will teach a program in the Mediterranean on the development of agriculture and natural resources in semi-arid climates. He is a member of the Council on International Education, an advisory body currently preparing a report on the University's international activities for the University Senate.

"It is important that a study-abroad program not only have a legitimate academic purpose, but that it be *seen* to have a legitimate academic purpose," he said. The faculty member who is involved with overseas study should make the academic value of the program very visible in order to dispel the impression some have that such a program is "just a junket, a free airplane ticket" for the participating faculty member.

Predeparture courses offered

One way in which overseas study is being integrated with the regular curriculum of the University is through preparatory courses now offered in conjunction with many study-abroad programs. In a language-oriented program, the emphasis usually is on the language and culture of the area to be visited. In other disciplines, studies may include specialized discipline-related topics as well. For example, during spring quarter, 1976, Purvis has taught a course on agricultural problems specific to semi-arid climates, problems students will observe first-hand later this summer. Foreign students studying at the University often act as resources in these courses, through a program of the International Student Advisers Office.

Thousands from U go abroad each year

Faculty and staff members involved with study abroad agree that while interest of University of Minnesota students in overseas study and travel is comparable to that of students at other major universities, formal study-abroad programs play a smaller role here than elsewhere. Informal programs and independent study, on the other hand, are highly popular with Minnesota students.

Between five and seven thousand University students annually go abroad to study or travel, estimates Colleen Zarich, director of the University's International Study and Travel Center, a student-supported unit which arranges travel, provides information about available study-abroad programs, and arranges informal programs of its own. Of those who go abroad, about three hundred enroll in formal credit programs sponsored by academic units of the University or available to University students through agreements with other institutions or consortia. Another fifty to seventy-five take part in informal short-term study-travel programs sponsored by ISTC. An estimated two thousand go abroad through study programs sponsored by other educational institutions (both foreign and American) or to pursue individualized study programs.

The Office for Special Learning Opportunities, through which students arrange credit for independent study abroad, last year advised more than eight hundred students about overseas study; that number will go higher this year if mid-year figures are indicative. ISTC provides information on overseas study opportunities to some six hundred students every quarter, and about fifteen hundred students use its library each quarter. No one knows, of course, exactly how many of these actually go abroad, or how many more go without visiting one of the University resource offices.

Fewer travelers, more programs nationally

A recent study by the World Studies Data Bank in New York showed a 43 per cent decrease in the number of U.S. students studying abroad during the last academic year in comparison with the previous year. Zarich believes that the number of University of Minnesota students going abroad also declined, primarily because of the economy, but by no more than about ten per cent. The study, she said, was based on traditional programs, of which the University has relatively few, and does not reflect the increasing participation in independent and informal programs.

A national study by the New York-based Institute of International Education showed that despite the economic recession and the reported decline in student participation in formalized study abroad, colleges and universities will sponsor a record number of programs for the 1976-77 academic year. The institute reported that 618 institutions will offer 669 programs in 60 countries, compared with 561 programs during 1975-76.

The institute noted a move away from the traditional offerings "designed primarily for juniors in the liberal arts." Programs will be offered in such fields as nutrition, teacher education, and business admin-

istration. More of the programs are now open to freshmen and sophomores, and an increasing number of programs are being offered cooperatively by several institutions.

Travel costly despite economies

Study abroad is costly, especially in Europe where travel and living expenses have risen sharply in the past few years. For example, tuition, travel, and living expenses for a year-long program in Erlangen-Nurnberg (Germany) offered by the University of Kansas-University of Minnesota Consortium for Study Abroad costs students an estimated $2,850. A year's program in Costa Rica, sponsored by the same consortium, costs approximately $2,500. Extension Classes' one-quarter program in London costs students about a thousand dollars plus transportation; the German Department's five-week summer institute in Bochum, Germany, costs about five hundred dollars plus transportation.

Cost varies with the length of the program and the kinds of accommodations and activities involved. Although participants in formal programs may benefit from group rates on travel and lodgings, a student doing independent study also may be able to reach the country on a charter flight and, once there, may be willing to live more frugally than do most groups.

Many programs now focus on areas other than Europe, both to reduce travel and living expenses and to promote familiarity with less-visited parts of the world, such as Asia, Africa, and South America.

Few study-abroad programs offer financial aid, and where it is available it usually favors graduate students. However, students eligible for regular financial aid through the University now retain eligibility if pursuing a full-time program of study abroad. They receive the same amount as if studying on campus; there is no additional support for going overseas.

While attention to program economies, the possibility of short-term programs and independent study, and availability of regular financial aid puts study abroad within the economic reach of a greater range of students than in the past, it is still beyond the grasp of many middle- and low-income students.

Independent study advisors needed

Faculty members who teach and advise study abroad for University students generally are enthusiastic and say they would encourage more to do so. However, many say, the greatest need is not for faculty who will travel but for those willing to advise a student's independent overseas study, because of the great popularity of that activity. One who encourages this development is Martha Lampland, coordinator of overseas study programs for the Office of International Programs, an administrative unit in the Office of the Vice President for Academic Affairs.

"For some specialized kinds of study, the student does need direct, on-the-spot supervision, as well as the contacts a faculty member can draw upon—access to certain individuals, museum facilities, and so on. But for many kinds of study, direct supervision is unnecessary.

"The student who travels abroad alone has to deal with the red tape, has to use the language more, and will be more directly involved with the people of the country than students who travel in a group with a leader. That student will learn in many ways. Faculty members who make that possible by advising independent study abroad are making a real contribution."

Willard Thompson, Summer Session director, would like to see one or more departments experiment with guidelines for independent study abroad relating to the department's regular program. "Many students apparently don't like to be restricted by a formal program. I think a departmental independent study program might be very attractive to students; it might attract better participation than some of the formal programs have."

Teaching abroad brings hard work, rewards.

Faculty who do wish to go abroad are cautioned by several who have been there that it is not "an easy way to take a free trip." Says Colleen Zarich, "There is a lot more work involved than people imagine. In addition, a faculty member must be able to deal with the personal dynamics of a diverse group and the inevitable bureaucratic hassles involved in travel, and must be willing to learn from the students. If the faculty member is open to the experiences and to the people, the tradeoffs can be exciting."

Study-abroad specialists point out that there are few sources of financial support for development of overseas courses outside of regular department or college funds. Some programs have been aided in development by the University-wide Educational Development Program or the Small Grants Program of the Council on Liberal Education. These programs may support the planning of an overseas experience or of courses and seminars to precede or follow such an experience, or the development of various teaching materials, but generally do not support costs directly associated with travel. Very limited assistance (for example, to visit the site of a proposed program) is sometimes available from OIP.

Study-abroad programs take many forms at U

There are many ways for students to study overseas through the University of Minnesota, and for faculty members to help them do so. Some programs require that the faculty member travel abroad with a student group, others involve work on campus with students who will travel and study abroad on their own. Possibilities include:

- Formal University-sponsored overseas programs offered through individual departments, sometimes in conjunction with Extension Classes or Summer Session.
- Programs offered cooperatively with other institutions.
- Reciprocal exchange programs between the University and foreign institutions.
- The Student Project for Amity Among Nations (SPAN), which combines an eight-week overseas stay with a year of preparatory study and an individual research project.
- The pilot Foreign Studies Program of University College, through which a student may integrate a period of overseas study and related coursework into an individualized baccalaureate degree program or may develop a foreign studies specialization in conjunction with a major in another discipline.
- Independent study abroad.
- Informal study-travel programs arranged by the International Study and Travel Center, and orientation classes offered in connection with these programs.

Each study-abroad program is administered by an individual academic unit or by one of several administrative units involved with international activities at the University; there is no single, central source of information. The following discussion indicates in each instance the unit that is the most appropriate first contact for a faculty member interested in that type of program. In addition, a directory of units involved administratively with study abroad appears on pages six and seven.

Formal U-sponsored programs

Specialists from several offices involved with overseas study are willing to help individual faculty members and University units develop formal study-abroad programs.

Staff members of the Office of International Programs (201 Nolte West, 373-3793), a unit in the Office of the Vice President for Academic Affairs, will confer with departmental or collegiate planning committees or with individual faculty members and will refer them to appropriate resource people within the University who can help plan academic aspects of the program. The International Study and Travel Center (40 Coffman Memorial Union, 373-0180), which operates under a University student organization charter, can coordinate practical arrangements with academic needs and can handle travel and other arrangements. The Office for Special Learning Opportunities (201A Wesbrook, 373-7550), in the College of Liberal Arts, provides information on ways to arrange for academic credit. The International Student Advisers Office (717 East River Road, 376-7540), a unit in the Office of the Vice President for Student Affairs, can provide information about a particular area or culture, often through foreign nationals who are studying at the University.

A proposal for a formal study-abroad program usually is developed by a faculty member or group of faculty members, and then considered through the established departmental and collegiate procedures for inclusion in the curriculum. If the program is approved, arrangements must be made to pay the instructor and cover that person's responsibilities in the department during his or her absence. Mechanisms by which students register and earn credit must be arranged through the college.

Overseas courses offered during the summer, like all summer instructional offerings, must be coordinated through the Summer Session office (Willard Thompson, director, 135 Johnston Hall, 373-2925). Summer session courses are budgeted on a self-supporting basis, and course instructors are paid salary and expenses out of fees collected for the course. The Summer Session office recruits and registers students and provides them with necessary advance information.

A department or college also may develop and offer a course in conjunction with Extension Classes (Theodore Campbell, director, 107 Wesbrook, 373-3942). Extension Classes handles administrative responsibilities such as advertising the course, registering and preparing students, and arranging overseas accommodations. Individual faculty members also may arrange to offer courses through Extension Classes on agreement of their department. Course instructors usually are paid by Extension Classes out of course fees, although arrangements sometimes are made in which they are paid by their own departments.

Since both extension and summer programs are self-supporting, a course can be offered through

these units only if it can be expected to attract enough students to pay for itself.

About a dozen formal study-abroad programs are offered by academic units of the University. Some are offered only in alternate years or on an irregular basis; occasionally a program is offered for a given year and then withdrawn because of marginal enrollment. Thus the number of formal programs actually conducted varies from year to year, and not all of the programs listed here are being offered this year.

The **Department of Textiles and Clothing** offers an integrated comparative study of the design, production, distribution, and consumption of textiles and clothing in European market centers for upper division or graduate students. The program is offered winter quarter in odd-numbered years, and is conducted by a member of the department, with guest lecturers as appropriate. Information is available from Margaret Grindering, Department of Textiles and Clothing, 373-1537.

The **School of Architecture** sponsors a program in which selected third-year architecture students travel as a group to an overseas setting for spring quarter. Regular design and planning courses are taken under the direction of a faculty member from the School of Architecture, and the group undertakes a project which is presented at the University the following fall quarter (John Myers, School of Architecture, 373-2198).

The **Department of Classics** offers a summer program in field archeology in Israel; students participate in a dig as well as a program of field-work and field trips (Steven Derfler, Department of Classics, 373-0186).

Three programs are currently being offered by University departments through Extension Classes. (Theodore Campbell, director; 373-3942).

A group of theater courses is being taught this quarter by **English Department** instructor Peter Altman as part of a continuing series of London-based extension programs:

Shakespeare, a survey course which relates to productions currently on the London stage and includes a visit to Stratford-on-Avon;

Modern British Theater, for which students attend and analyze current London productions of works written from 1890 to the present; and

Figures in English and American Literature: Bernard Shaw, an examination of Shaw's major plays as literary works and in the theatrical and political context of their time.

A summer in-service program for teachers, called *Exploring the British Schools*, is offered through Extension Classes each year by the **College of Education.** Participants study the British schools before leaving and take classes at the University of Sussex on arrival; they also visit various British schools (Roger Johnson, College of Education, 373-5793, or David Ordos, Extension Classes, 373-5167).

A group of studio arts courses – this year on photography, film, ceramic design, and painting – are offered annually through *Winter Quarter in Mexico*, a program of **Continuing Education in the Arts.** Students are taught by University of Minnesota faculty members with the assistance of local artisans. A similar program is offered during the summer when staff is available (Dale Huffington, Continuing Education in the Arts, 373-4947).

Three programs are offered in conjunction with the **Summer Session** office:

The **College of Education** each year offers six-week summer work-in programs for foreign language teachers in France, Germany, and Spain. Teachers fulfill individual learning contracts which may combine study, travel, and development of teaching materials. These materials are based on the teachers' study and travel experience and deal with various aspects of the culture and daily life of the country

International activities units are focus of expected report

The all-University Council on International Education, appointed last fall, is expected to issue recommendations soon regarding the administrative structure under which the University's international activities (including but not limited to study-abroad opportunities) are conducted.

The Council, which reports to the University Senate through its Committee on Educational Policy, is chaired by Anne Krueger, professor of economics. It was established to serve as a continuing advisory body concerned with the international activities of the University, and particularly with the organization and interrelationships of units involved in international activities.

Council members spent much of the year gathering information about the various aspects of University involvement in international education, and as this issue went to press they expected that a report would be available before the end of the academic year. The report is expected to contain recommendations aimed at improving coordination and communication among offices involved in international teaching and research.

Extension Classes

(Continuing Education and Extension)
101 Wesbrook Hall, 373-3942
Contact: Theodore Campbell, director

Offers overseas courses, in conjunction with academic units or individual faculty members. Handles administrative responsibilities such as recruiting and preparing students, arranging overseas accommodations.

Foreign Studies Degree Program

(University College)
321 Walter Library, 376-5378
Contact: Jeanne Andre or Margarita Gangotena, program coordinators

Pilot program enables students to develop an individualized baccalaureate degree in foreign studies through University College or to develop a foreign studies specialization in conjunction with a major in another discipline. Program includes year-long intercultural and academic preparation, three months of study abroad, reentry seminar.

International Student Advisers Office

(Office of Student Affairs)
717 East River Road, 373-4094

Through its work with foreign students at the University, can provide cultural and other information about foreign countries or areas of the world. Special program helps faculty and students draw directly upon foreign students in residence at the University as resources in preparing for travel, work, or study abroad, or for on-campus classes and other learning experiences. Coordinates International Reciprocal Exchange Program, between Twin Cities Campus and participating foreign universities.

International Study and Travel Center

40 Coffman Memorial Union, 373-0180
Contact: Colleen Zarich, director;
Jolene Koester, education coordinator;
Tim Stanko, services coordinator

Provides information, through staff of advisors and through extensive library, on foreign study programs sponsored by the University and other institutions, both foreign and American, and on work opportunities, grants, fellowships, and home-stays. Conducts orientation classes for people going abroad. Provides travel services including group and charter flights, sale of international student identification cards, rail passes, hostel cards, and travel books, and information on travel, passports, visas, car rentals, and international and domestic travel.

olved with study abroad

Office for Special Learning Opportunities

(College of Liberal Arts)
201A Wesbrook Hall, 373-7550
Contact: Jim Fremming, advisor

Helps students of all colleges arrange credit for independent foreign study and find faculty monitors; provides information about academic aspects of study abroad to students and faculty of all colleges and to CLA foreign study advisors.

Office of International Programs

(Academic Affairs)
201 Nolte West, 373-3793
Contact: Millard Gieske, program director;
Martha Lampland, overseas study program coordinator

Concerned with international teaching, research, service activities; coordinates University participation in several international research and development programs. Can provide information on international programs available through the University and other institutions, and educational and financial resources available to those teaching, studying, or doing research abroad. Can provide some help to faculty members or academic units in planning academic aspects of overseas courses. Grant program supports modest overseas faculty research projects. Compiles register of international interests of U of M faculty. "International Programs Newsletter," distributed to all faculty members, summarizes University teaching and research activities of an international nature. Leaflet, "Opportunities for Study Abroad through the University of Minnesota," developed with the International Student Advisers Office, contains inserts listing foreign study opportunities currently available to U of M students.

Student Project for Amity Among Nations

103 Nolte West, 373-3793
Contact: Karen Wendt, executive secretary

Conducts program through which students of thirteen Minnesota colleges and universities conduct summer research projects in one of four selected countries each year. Faculty advisors, recruited from participating institutions, accompany students abroad for eight weeks, conduct orientation classes during the preceding academic year, and consult individually on student projects before and after the overseas stay.

Summer Session

135 Johnston Hall, 373-2925
Contact: Willard Thompson, director

Academic units offering summer study-abroad programs make budgetary arrangements through Summer Session, which also recruits and registers students and provides them with necessary advance information about the program.

visited. Materials prepared through the program are now in use in all fifty states as well as Canada, England, and Australia (Helen Jorstad, coordinator of foreign language work-in programs, 373-5104).

The **Department of German** annually conducts a five-week summer institute at the Ruhr-Universitat Bochum, during the first summer session. Courses range from German conversation and composition to contemporary German literature and culture. Staff is drawn from both the Ruhr-Universitat and the University of Minnesota; all courses are taught in German (Gerhard Weiss, Department of German, 373-2624).

The **University of Minnesota, Morris,** offers a summer program in Mexico designed to teach intermediate and advanced Spanish language within a cultural context and, in addition, to make available opportunities for the study of Mexican literature and culture for students who do not speak Spanish. Courses make use of lectures, seminars, field studies, and independent projects (Marvin Lewis, UMM Division of the Humanities, 589-2211, ext. 203)

Cooperative programs

The University of Minnesota participates with other institutions in a variety of cooperative programs. For most of these, the participant joins other American students in a specially developed program which may be highly structured or which may allow considerable freedom in course selection. Enrollment in most is directly through the University, which arranges with the sponsoring unit for the student's participation. Credit is usually granted directly by the University though in some cases it is transferred through another participating institution. Arrangements for credit vary widely, and students are cautioned to investigate all questions of credit before enrolling in a program.

The Office of International Programs and International Study and Travel Center can provide general information on cooperative programs. More specific information on the particular programs listed here is available from the source listed.

Two academic year programs are being offered through the *University of Kansas-University of Minnesota Consortium for Study Abroad*:

Through a program at the University of Costa Rica, students take two semesters of coursework in liberal arts areas or various specialized fields, preceded by four weeks of orientation (Office for Special Learning Opportunities, 373-7550, or Department of Spanish and Portuguese, 373-5876).

In a similar program at the University of Erlangen-Nurnberg, students enroll in courses of their choice after a six-week orientation (OSLO, 373-7550).

Several departments participate in programs of the *Council on International Educational Exchange:*

Undergraduates may spend a semester at the University of Seville taking elected courses in the language, literature, and civilization of Spain and Latin America (Department of Spanish and Portuguese, 373-5876).

A similar program is offered for undergraduates interested in French language, literature, and civilization, at the University of Rennes (Department of French and Italian, 373-5428).

Semester and summer programs are available at Leningrad State University; the set curriculum consists primarily of intensive language study with some courses in literature and culture, and a period of travel within the Soviet Union (Department of Slavic Languages, 373-4515).

A year-long program at the University of Paris focuses on film theory in graduate and undergraduate courses (Office of International Programs, 373-3793).

The *Organization for Tropical Studies* offers courses for seniors and graduate students in tropical subjects at OTS research stations in Costa Rica. Independent research also is possible (OIP, 373-3793).

The *Committee on Institutional Cooperation* offers a summer study-travel program focusing on field studies in agriculture. Leadership rotates among participating universities; this summer the University of Minnesota is conducting a program in the Mediterranean on the development of agriculture and natural resources in semi-arid climates (Department of Agricultural and Applied Economics, 373-0951).

CIC also is working to make available information on study-abroad programs offered by its member institutions (the Big Ten universities and the University of Chicago) and may develop additional cooperative programs (OIP, 373-3793).

Reciprocal exchange programs

Three reciprocal exhange programs have been arranged between the University and overseas institutions.

A *Hungarian Scholarship Program*, arranged between the University and the Institute of Cultural Relations in Budapest, allows one or two Minnesota

students to study in Hungary each year (OIP, 373-3793).

The *International Reciprocal Exchange Program*, cosponsored by the Office of Student Affairs and Twin Cities Student Assembly, allows selected Twin Cities Campus students to attend cooperating universities in Germany, Norway, Nigeria, Uruguay, Morocco, Malaysia, the Soviet Union, and (under negotiation) the People's Republic of China for one academic session while foreign counterparts attend the University (International Student Advisers Office, 373-3834).

The *United Kingdom Reciprocal Exchange* is an agreement between the University of Minnesota Technical College at Crookston and technical colleges in the British Isles through which UMC students may pursue studies in agriculture; business; general education; and hotel, restaurant, and institutional management (Ervie Glick, UMC General Education Division, 281-6510, ext. 249).

Student Project for Amity Among Nations

SPAN, operated by the Minnesota SPAN Association, 103 Nolte West, 373-3793, provides students of thirteen Minnesota colleges and universities an opportunity to conduct a summer research project in one of four selected countries each year. Four groups of up to fifteen students are chosen through application and interview a year before their summer abroad. During the academic year they participate in an orientation program developed and conducted by the faculty advisor who will accompany them overseas. This preparation includes study of language, culture, history, geography, literature, agriculture, society, or other pertinent subjects.

Each student also designs and carries out an independent project under the advisor's supervision. Projects include preliminary research done during the year of preparation and original research in the field while abroad, and usually culminate in papers which are due several months after the group's return. A collection of these reports is shelved in S-50 Wilson Library.

Students earn twelve upper division CLA credits through Summer Session for their projects and preparatory studies, and may earn additional credit for SPAN language classes (through Extension Classes) and participation in SPAN intercultural workshops (through the Department of Speech Communication).

Advisors are recruited from the participating institutions, and receive a salary of approximately $3,100, out of which they pay their own travel and overseas living expenses. In addition to spending eight weeks abroad, they meet with their students for orientation two to four hours at least three Saturdays each month through the preceding academic year, consult individually on student projects both before and after the overseas stay, and assign final grades to the projects. Some also teach language classes for the group (another three hours each Saturday), for which they receive additional compensation.

Faculty members are invited each December to apply for participation in the program beginning the following October. Applicants must write a letter nominating the country in which they are interested and explaining why it would be a good choice for inclusion in the program. Preference is given to countries in which there are relatively few opportunities to study and countries to which transportation costs are relatively low. Advisors must have substantial background in the country since they are responsible for preparing students to study and do research there. Most have lived or worked in the country for several years (two advisors for the coming year have done Peace Corps work in the countries to which they are leading groups).

Theofanis Stavrou, of the University's History Department, will lead a group of students to his native Greece in 1976-77; it will be his fourth experience as a SPAN advisor. Faculty members from other institutions will supervise study in Ireland, Peru, and the Fiji Islands.

SPAN is one of very few undergraduate study abroad programs to offer scholarship and loan assistance. It is an independent, nonprofit corporation and receives some operating support (office space, secretarial service, and a portion of the advisors' salaries) from the University as well as contributions each year from foundations, corporations, individuals, and SPAN alumni. Returned SPAN students are expected to participate in fund-raising and other tasks to help maintain the program. Founded in 1946 by a group of University of Minnesota students, many of them veterans of World War II, SPAN is governed by an executive committee of students and faculty members from participating institutions as well as other individuals.

Foreign Studies Program

A pilot program offered by University College enables students of any college of the University to combine study abroad with degree coursework. The

Foreign Studies Program, developed during the current academic year, offers two options: students may develop an individualized baccalaureate degree program in foreign studies through University College, or they may develop a foreign studies specialization in conjunction with a major in any discipline. Information is available from Jeanne Andre or Margarita Gangotena, program coordinators, at 321 Walter Library, 376-5378.

In the year prior to going abroad, the student takes part in a two-quarter interdisciplinary seminar focusing on general cultural awareness, study of cross-cultural communication, and development of research skills. Following that, during the final quarter before departure, the student undertakes study (usually independent study) designed to develop a broad awareness of the country or area to be visited and to apply what has been learned in the seminar. The student also must have prepared through other coursework for study in that country or area, focusing particularly on its history and culture, and must demonstrate competency in its language.

An important part of preparation will be the student's contact with foreign nationals studying at the University (arranged in cooperation with ISAO). To further facilitate personal interaction, a peer advising system is being developed involving University students who have completed overseas experiences, as well as Americans and foreign nationals who have studied or taught at the University and now are living abroad.

The student will spend at least one quarter in study and travel overseas. This may take the form of enrollment in a foreign institution, enrollment in an American university program overseas, independent study, or an internship.

On returning to the University, the student will take part in a one-quarter seminar designed to help participants integrate learning from their overseas experience with learning from coursework.

Up to eighty students will be accepted for participation in the program, which begins its first full year of operation in fall, 1976. Students from any department or college of the University are eligible for the program, and special efforts are being made to recruit from a broad social spectrum.

Independent study abroad

Assistance with academic arrangements for independent foreign study is available through the Office for Special Learning Opportunities, 201A Wesbrook Hall, 373-7550. Although OSLO is a unit within the College of Liberal Arts, it serves students and faculty of all colleges.

OSLO this year augmented its staff of independent study advisors with a specialist in overseas study. Jim Fremming, who currently holds the position, advises students about study abroad and also is a central source of information for the network of faculty members serving as foreign study advisors in the CLA departments.

Fremming and other OSLO advisors help students find faculty monitors for independent foreign study projects. They also help define the projects and determine which of the three forms of registration for independent study at the University is most appropriate:

Y registration, in which the student registers for a regular University of Minnesota course but does not attend classes, covering the content in an alternative way agreed upon with the instructor;

X registration, in which the student earns additional credits for extra work done in conjunction with a regular University course;

Directed study, readings, or research, in which the student defines a particular topic not offered as a regular course. Credits and requirements are arranged with the faculty monitor.

A "Checklist for Study Abroad" developed by OSLO provides a systematic record of plans discussed by the student and the faculty monitor, together with the number of credits anticipated and how they are to be earned. The checklist helps in planning a project, provides a record of the agreement for future reference, and when filed in the OSLO office, helps verify the student's credit load for financial aid purposes.

A student may combine several smaller projects including, for example, X or Y registration, independent research, and credit by examination (often in a foreign language) into a full-time program of twelve credits or more; a student carrying a full load retains eligibility for financial aid. Evidence of a full credit load is usually provided to the financial aids office through registration in a CLA course, Foreign Studies 0-900, which in itself carries no credit but certifies that a student's full-time individualized overseas program has been approved by the college. Similarly, registration in a second course, Foreign Studies 0-910, certifies approval of an individualized program of fewer than twelve credits.

Registration in the two foreign studies courses has jumped from seventeen in 1974-75, the first year they were offered, to 110 by April 1 of this year. OSLO staff members point out that registration (for which an administrative fee of ten dollars is charged) is greatly useful to students receiving financial aid but serves little purpose for others.

More than eight hundred students visited the OSLO office last year seeking information and advice about study abroad. Based on comparison of a single quarter the total promises to be higher this year; visits during fall 1975 numbered 245, up from 161 during the same quarter one year ago. Fremming believes the increased traffic is due to a combination of greater student interest in independent overseas study and greater familiarity with OSLO's services.

Study-travel programs

Faculty members, staff, or students may serve as leaders for overseas study and travel programs arranged by the International Study and Travel Center, 40 Coffman Memorial Union, 373-0180. Programs have ranged from one week in length (during quarter breaks) to eight or ten weeks (during the summer). They feature a variety of topics and learning experiences, for which independent study credit may usually be earned. A study-travel program may be proposed by students interested in a particular learning experience, by someone interested in serving as a leader, or by ISTC staff.

Exemplifying the center's programs are three being offered this summer:

The cultures of Southeast Asia, an eight-week tour of Thailand, Singapore, Malaysia, and Indonesia led by Colleen Zarich, ISTC director.

The crafts of Turkey, a four-week course led by a weaver and expert on Turkish crafts.

Europe through the eye of your camera, a three-week tour of cities in Germany, Switzerland, and Italy led by a professional photographer.

During the break before winter quarter, ISTC sponsored a one-week study of Mayan ruins near Cancun, on Mexico's Yucatan peninsula, led by George Winterowd, professor of architecture who is writing a book about the ruins. Twelve students accompanied Winterowd to three different ruin sites during the week, five of them working to earn University credit. The group reached Cancun on an ISTC-chartered flight along with several hundred vacationers who spent the week at a nearby resort.

Jolene Koester, coordinator of educational programs, said ISTC tries to arrange study opportunities that are not duplicated elsewhere, and whenever possible encourages study and travel in some of the less-visited countries and places where the predominant culture is non-European.

The programs also are arranged to keep the cost to participants as low as possible (the summer trip to Southeast Asia will cost about $1,500; to Turkey, $950; to Europe, $900). Accommodations and other arrangements are strictly the low-budget variety. Leaders receive only their expenses, and live in the same no-frills style as the other participants. To further minimize costs, ISTC's administrative fee covers only part of the staff time involved in setting up the program.

The rest of the administrative cost is subsidized largely by revenues from vacation charter flights arranged by ISTC. Operating under a University charter as a student organization, ISTC arranges dozens of flights annually to both U.S. and foreign destinations, drawing passengers from the University community as well as from several surrounding states. Revenue from the flights and related services (vacation packages, rail passes, international student identification cards, and the like) have enabled ISTC to develop the study-travel programs and other educational services: an extensive library of information on study-abroad opportunities available through other institutions; advising on overseas study; and orientation classes for people going abroad. With the recent expansion of these educational services (particularly the library and advising) the center's budget this year was augmented with University funds received through central administration and a fifteen cent per capita share of student fees.

An orientation course is offered in conjunction with every ISTC study-travel program; independent study credit can be arranged for most of them. Courses are taught on a volunteer basis by the tour leader or another individual. ISTC staff members see these orientation courses as an increasingly important part of their program. For example, a course currently is being offered through the CLA Cross-Disciplinary Studies program as preparation for the Southeast Asia trip. The course offers a cross-disciplinary look at a part of the world not treated elsewhere in the University curriculum except in geography and music, Koester said. Sixteen students are enrolled; ten will take the tour and several of the others are veterans returned from service in Southeast Asia. The course is being taught by Paul Pedersen of the International Student Advisers Office.

ISTC also offers one-day orientation sessions for all overseas travelers, covering practical travel tips as well as cultural sensitivity. If funding can be secured, the center next year will organize a workshop and develop a handbook for faculty members interested in directing formal or informal study-abroad programs.